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ABSTRACT

The overall purpose of this paper is the presentation of eight processes as an exploratory interdisciplinary framework for cooperative educational planning directed toward democratization and curriculum renewal. The projected framework is intended as a heuristic device to stimulate curriculum and other leadership "actors" (Duncan and Frymier, 1967) as they engage in the design of planning activities. The intention is to synthesize a form from elements that have not been previously connected, but that are suggested in this paper. The thinking is addressed toward curriculum development in preparation programs in institutions of higher education that prepare curriculum actors for leadership positions in public education and for teaching positions in higher education. The problem is that of identifying and clarifying processes that seem to have potential for (1) confronting present day educational dilemmas, such as the calls for democratization and curriculum renewal; and (2) serving as a foundation for further curriculum development within institutions of higher education. (Author)

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DEMOCRATIZATION AND CURRICULUM RENEWAL: AN EXPLORATORY INTERDISCIPLINARY FRAMEWORK FOR COOPERATIVE EDUCATIONAL PLANNING

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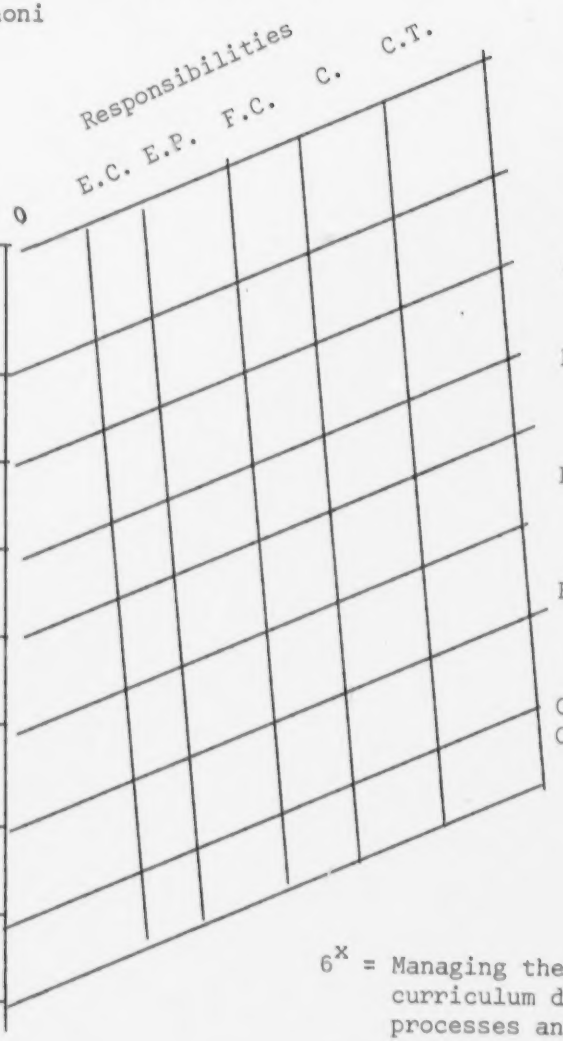
DEMOCRATIZATION AND CURRICULUM RENEWAL: AN EXPLORATORY INTERDISCIPLINARY FRAMEWORK FOR COOPERATIVE EDUCATIONAL PLANNING

Virginia M. Macagnoni

AESTHETIC MANAGEMENT

Time Sequence

	1	2	3	4	5	6
1. Generating initial vision and managing envisioning processes	1	1	1	1	1	1
2. Managing the selection of people	2	2	2	2	2	2
3. Managing information processes	3	3	3	3	3	3
4. Managing communication processes	4	4	4	4	4	4
5. Managing value synthesizing processes			5			
6. Managing design processes	6	6	6	6^x	6	6
7. Managing implementation processes	7	7	7	7	7^x	7
8. Managing evaluation processes	8	8	8	8	8	8^x



O = Overall leadership, leadership actors

EC = representatives from the educational community See page 13

EP = representatives from the educational pattern See page 13

FC = representatives from the formal community See page 13

C = curriculum actors

CT = computer technologists See page 13

6^x = Managing the design of curriculum development processes and of curriculum

7^x = Managing the implementation of curriculum development processes and of curriculum

8^x = Managing the evaluation of curriculum development processes and of curriculum

T E N T A T I V E

DEMOCRATIZATION AND CURRICULUM RENEWAL: AN EXPLORATORY INTERDISCIPLINARY FRAMEWORK FOR COOPERATIVE EDUCATIONAL PLANNING

Introduction

The overall purpose of this paper is the presentation of eight processes as an exploratory interdisciplinary framework for cooperative educational planning directed toward democratization and curriculum renewal. The projected framework is intended as a heuristic device to stimulate curriculum and other leadership "actors" (Duncan and Frymier, 1967) as they engage in the design of planning activities. The position taken by the writer is that of a "framework theorist using aesthetic rationality" as a mode of theorizing (Macdonald, 1967). The intention is to synthesize a form from elements which have not been previously connected, but are suggested in this paper. A second reason for assuming this theoretical position is that the result of scientific theorizing is the creation of new knowledge, whereas the result of framework theorizing based upon an aesthetic rationality may be an unfinished framework emerging from disciplined thinking. The thinking in this paper is addressed toward curriculum development in preparation programs in institutions of higher education that prepare curriculum actors for leadership positions in public education and for teaching positions in higher education. The problem is that of identifying and clarifying processes which seem to have potential for: (1) confronting present day educational dilemmas, such as the calls for democratization and curriculum renewal, and (2) serving as a foundation for further curriculum development within institutions of higher education.

It is viewed that the eight processes presented in this paper as a potential framework for planning can become a communication tool to assist

curriculum professors as they approach representatives from related disciplines with questions such as: (1) What can your discipline contribute to the education and development of persons who can give leadership to processes such as these? (2) Can you identify a process or places within processes that seem particularly relevant to your discipline? (3) Would you be willing to serve as a member of an interdisciplinary team in the further development of this framework as a foundation for the curriculum in the preparation of curriculum development actors? As a communication tool, it is viewed that the initial framework can assist curriculum professors in clarifying program with each other, with students and with educational and community influentials. A foundational approach of the type suggested in this paper may be more useful than the traditional separate emphasis upon the philosophical, the historical, the sociological, the psychological, foundations of curriculum.

The eight processes constituting this framework are: (1) accepting the responsibility for generating initial vision and managing envisioning throughout the eight processes, (2) managing the selection of people, (3) managing information processes, (4) managing communication processes, (5) managing value-synthesizing processes, (6) managing design processes, (7) managing implementation processes and (8) managing evaluation processes. The immediate purpose of this paper is to elucidate the eightprocesses to the extent that professional colleagues can critique the proposal and raise questions. It is anticipated that response will be focused toward the following:

1. Viability of the framework as a potential device for generating more individualized frameworks and specific designs which might be applied, and tested, in the public schools (K-12) and in higher education.

2. Examination of the eight components as potential arenas for disciplined thinking and a provocation for re-examining views presently held.

3. Placement of priorities on components.

4. Consideration of the framework as a potential mode of operation for communicating with scholars in need-related disciplines as cooperation is initiated toward cooperative educational planning.

Definitive Discussion

It is recognized that definitions are generally elusive and linear and may sometimes detract from a multi-faceted viewing that is required in the comprehension of emerging frameworks. Premature definition can detract from a multi-faceted viewing of any problematic approach. Because of the complexity of the overall problem upon which this paper is based, more definitive discussion of four topics does seem in order before the eight processes are presented. In the next few pages attention will be given to: (1) democratization, (2) curriculum renewal in its relationship to democratization; curriculum renewal in its reliance upon the use of an "interfacing" framework for planning, rather than upon a predominant interpretation of curriculum planning as a sub-system, (3) framework theorizing and aesthetic rationality, and (4) management from an aesthetic viewpoint.

Democratization

A major purpose for those who would use a framework such as the one presented in this paper is the assembling of a representative group of people in a context which is conducive to envisioning, that is, to imaginative participating in emerging possibilities. It is anticipated that within such a context questions related to the fulfillment of the democratic attitude would be raised. These questions would deal with: (1) the extent to

which our society is fulfilling its obligation to the attitude democracy, (2) how people feel in this regard, (3) some of the reality problems involved in fulfilling the obligation, (4) strategies which seem appropriate to the clarification of the attitude democracy, (5) strategies which seem appropriate to responsible members of the formal and educational communities in the approach to problematic solutions, and (6) strategies which seem appropriate to educational planners in the approach to problematic solutions for relevant curricula and for the democratization of the school environment.

Education as a sub-system of society, of course, is affected by rapid change and by the predominant presence of discontent. The educational effort is inseparable from the societal effort. Curriculum cannot be renewed outside of this context. Humanizing the social order does indeed involve humanizing the curriculum, and vice-versa. As early as 1927 it was said that not once in the history of the United States had the school curriculum caught up with the dynamic content of life (Rugg, 1927). Much of the lag still persists, complicated by the revolutionary rate of change characterizing the latter quarter of the twentieth century.

In this paper democratization is defined as intention toward the fulfillment of the attitude democracy as articulated by persons such as Dewey (1915) Smith (1927), Smith and Lindemann (1951), Bode (1927). The attitude democracy suggests that individuals who live in a democracy do each have the following rights:

1. Respect for whatever is distinctive and unique in each.

2. Access to assistance in finding out what his authentic inequalities are, not entirely on the basis of race, color, creed, social class or economic level.

3. Access to assistance in developing his inequalities through emphasizing potentiality and considering the capacities that might be developed.

4. Access to an interpretation of liberty as "...that secure release and fulfillment of personal potential which can take place only in rich and manifold association with others" (Dewey, 149).

5. Cooperative intellectual deliberation as the means through which each man has a share in determining the following:

a. The rules that govern human association.

b. The ends to which lives are directed.

c. The combination of liberties and restraints desired when men place a high value on humanness, liberty, fraternity, equality and justice.

6. The development of a disciplined, applicable intelligence.

In summary the attitude democracy suggests that each individual has the right to the continuous development of new depths of self-awareness, humanness, wholeness; to the extension of his powers of human association; and to the attainment of increasingly higher levels of imaginative and intellectual functioning. Leadership actors who "manage" planning processes, directed toward the fulfillment of the attitude democracy, must bear in mind the necessity for being acutely sensitive to members of the human community who express how "they feel" about themselves in relationship to the attitude democracy. All voices must be represented with an equal opportunity to be heard.[1]

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[1]The writer suggests Macdonald's (1972) treatment of the concept of freedom as a further extension of the attitude democracy as used in this paper.

Toffler addresses himself directly to the need for a dramatic reassessment of the direction of and the nature of change in a democratic society. He states that the reassessment should be made by the people themselves. The means to accomplish this is to go to them directly with the question as to what kind of world is wanted -- ten, twenty, thirty years from now. The vehicle would be a continuing plebescite on the future (1970)[2]. It is urgent that leadership actors reflect upon the pleas for a new social and human ethic and act responsibly in ways that seem appropriate to them. The framework presented in this paper is a search for form, moving from the plebescite to curriculum renewal.

Curriculum Renewal: Emphasis on the Interfacing Framework Rather than on Curriculum as a Sub-System

Although curriculum renewal in public education is envisioned here as an ultimate outcome of representative dialogic participation in the eight processes, the central focus of this paper is not the delineation of curriculum planning. Curriculum planning is viewed as a sub-system. I believe that it is unrealistic, and perhaps naive, to assume that the curriculum actor can project his activities outside of a context of interacting with other people. Curriculum actors in public education function co-terminously and concurrently with supervisors and administrative personnel as well as with others in educational planning. Interfacing frameworks are needed to permit actors in these sub-systems to bring the element of design into their activities and to coordinate them. Design according to Webster (1967) is"an order conceived in the mind to fulfill a specific function or meet a certain end."

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[2]Toffler's ideas call to attention Frazier's 1970 proposal to the membership of the Association for Supervision and Curriculum Development for dialogue on "The Quality of Life in Our Society". This proposal was a product of a special committee, GNU, Generation of New Understandings.

Curriculum planning does have unique features although as a sub-system it cannot be separated completely from other educational sub-systems. It is not the purpose of this paper to treat the nature of that uniqueness. There are places, however, in the framework where direct inferences are made about the nature of curriculum planning. The fact that curriculum scholars and others in education bring such diversity to meanings of curriculum planning cautions me to avoid philosophical or epistemological arguments at this time, in order to deal with the major purpose of this paper, which is that of elucidating the processes in the proposed framework for educational planning as a larger sub-system. Perhaps in the effort to illuminate the larger context within which curriculum planning operates as a sub-system, new possibilities for reconceptualization will emerge. In order to provide some boundaries for curriculum planning it will be defined here as a full range of "pre-active, active and post-active" events (Duncan and Frymier, 1967). Pre-active events are those which occur prior to the production of curriculum. Active events are those which occur during implementation of the curriculum. Post-active events are those which occur subsequent to implementation events. It is assumed that evaluation occurs throughout the continuum of events. Democratization is the value base for all events.

Framework Theorizing and Aesthetic Rationality

Aesthetic rationality as a means cannot be separated from framework theorizing. This would seem to exclude technological rationality. The former is not limited to the arts, although the word aesthetic is more often associated with the arts. The aesthetic rationalizer attempts to do the following:

> ...to cope rationally with the world on an intuitive basis...to return to the world for insights which would enable him to transcend his present systems of thought and move to new paradigms or fresh perspectives (Macdonald, 1967).

Aesthetic rationality is "...a rationality of means applied to ends which are always open, as opposed to technological rationality which is a closed rationality" (Macdonald, 1967). Macdonald does state that both rationalities are needed in facing present educational dilemmas. It is my belief that aesthetic rationalities are based upon different dimensions of the nature of man. Aesthetic rationalities are related to man as a creative, imaginative being "ordering" his universe in ways different from man as a rational being, although the two views are not mutually exclusive. No means aesthetic or technological can operate to facilitate man in his continuous development where there is no priority on ends that embody freedom. Today in the technological maelstrom, means have become ends. It is my belief that those involved in planning a curriculum for the preparation of curriculum actors in institutions of higher education must employ the methodology of the aesthetic rationalizer as they explore interdisciplinary and multi-agency planning.

Management from an Aesthetic Viewpoint

In a sense industry has altered the meaning of the word management. Successful management is equated with profit, the effect facilitated by entrepreneurs in their effort to bring social respectability to profit-sharing. Management is an essential concept both in the reconceptualization and implementation of new ideas. Definitions of manage in recent dictionaries are:

1. To bring about; to succeed in accomplishing (preferred definition in Random House, 1966).

2. To be in charge; to continue to function, progress or succeed, usually despite hardship or difficulty (Random House, 1966).

3. To treat with care (Webster, 1967).

The preferred definition of management in Webster's (1967) is the "act or art of managing". The second definition is "the judicious use of means to accomplish an end".

The framework set forth in this paper presupposes an aesthetic management as primary, prior to and governing the use of technological means. Planners focus their attention in a responsible way upon the fulfillment of the attitude democracy, in the use of judicious means to accomplish this end. Such a mode of responsible focusing is continuous throughout the eight processes.

Educational planners bring about activity in the suggested processes. They accept the moral responsibility for the causal effects they create. In turn they balance dissonance in parts, amounts and kinds in dynamic interaction with actors, acts and artifacts. They are in control, rather than out of control. They control in the same manner as the artist, in a concern for the dynamic interrelationships as related to acceptable purpose. The form is activated to emerge. It is not predetermined and preformed. It is not discrete. Educational planners accept the responsibility for action which results in democratization and curriculum renewal.

Aesthetic management is viewed in its direct relationship to meanings of design, as paralleled in use by the artist. Aesthetic management in

this paper is forming and shaping processes within which people can be brought together to develop value mandates which, in turn, do form and shape curricula which permit young people to form and shape themselves. Aesthetic management, then, may be conducive to controlling the following: (1) conceiving and projecting alternative planning processes that will cultivate successfully democratization and curriculum renewal, (2) proposing direction and (3) judiciously using complementarity in means that will accomplish complementary ends.

The present use of the concept of management as related to designing, is given an additional nuance of meaning by adding the concept art. Art is defined by Webster (1967), as:

> "...skill in performance acquired by experience, study or observation; human ingenuity in adapting things to man's use; systematic application of knowledge or skill in effecting a desired result; the conscious use of skill, taste and creative imagination in the production of aesthetic objects..."

Managing, then, involves such as:

1. Bringing the cultural heritage (man's accumulated knowledge in the humanities, the arts and the sciences) to bear on the full design of processes such as the eight suggested in the framework.

2. Using human ingenuity in adapting the eight processes to man's use (for his emergent possibilities, his capacity for forming and shaping himself).

3. Applying systematically knowledge or skills in effecting democratization and curriculum renewal.

4. Using creative imagination in the production of environments within each of the eight processes and an overall attitude, possibly, of "group existentialism".

The Eight Processes

Process No. 1 - Accepting and Acting on the Responsibility for Generating Initial Vision and Managing Envisioning Throughout the Eight Processes[3]

Curriculum actors in continuous dialogue with other leadership actors envision what may be involved in providing a value mandate for education in a time of social change. They give their full attention to the fulfillment of the attitude democracy as described earlier in this paper. They recognize that rights implied in the attitude democracy are difficult to achieve and indeed can never be completely achieved. This realization does not provide a basis for avoiding responsible dialogue which can result in strategies for formulating problematic solutions appropriate to the educational sub-system.

Curriculum and other leadership actors accept the responsibility for generating vision among themselves and among community influentials. They act to create a power base from which commitment to envisioning processes can be generated. It is recognized that influence has to convince legislators, commissioners, boards of education, why resources should be invested in initiating and in implementing processes such as the eight which constitute this framework. At the outset the political and the educational influentials have to comprehend the necessity for the following:

1. Why groups have to be named and appointed.

2. Why the groups have to be representative of the appropriate subsystems within the educational and the formal communities.

3. Why the groups have to be continuous in representative membership as well as continuous in time.

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[3] Huebner's papers (1966, 1967) which treat topics such as vision, temporality, historicity, being-in-the-world, the curriculum actor as the designer of environment, should be read and reflected upon, as the more adequate development of these processes is approached. It would be well to go to Heidegger (1949, 1966) for meanings of "being" and "Dasein".

4. Why leadership is required to select and maintain thevarious groups.

5. Why resources are needed.

6. The purpose of resources that are required for the maintenance and the operation of the groups.

7. How the above concerns are related to the school as it attempts to fulfill the attitude democracy.

8. Why aesthetic as well as technological management is needed.

The major challenge for curriculum and other leadership actors is convincing themselves to the point of articulation and skill in persuasion of the points listed above. An extension of perceptual modes is essential if educational leaders are successfully to seek the necessary approval of community and educational influentials. Images are created to assist financial influentials in envisioning: (1) what does lie ahead, (2) what may be involved each step along the way, (3) what the consequences may be if no action is taken, (4) why ambiguity has to be tolerated and (5) where the ambiguity is most likely to be encountered.

Process No. 2 - Managing the Selection of People

It is assumed that this process cannot begin without a signal from actions transacted in the previous process. Process No. 2 requires money, time, personnel, knowledge, as do the other processes. Without a guarantee of a full range of resources, it is questionable whether or not this second process should be initiated.

The people selected, in this instance, as those who are responsible for: (1) raising questions with regard to the fulfillment of the attitude democracy and (2) formulating a value mandate that is the tentative framework that results in "overall goals of education" for the school(s). Prior

to the selection of this group, preliminary questions must be posed and acted upon, i.e., (1) Who will select the participants? (2) Which persons from representative fields such as sociology, cultural anthropology and philosophy, might assist in formulating a strategy for the selection of people? Appropriate knowledge, attitudes and skills from a number of disciplines are brought to bear in selecting representation from the following:

1. Appropriate sub-systems within the educational community

    a. Teachers and teaching personnel
    b. Supervisors and curriculum actors
    c. Principals
    d. Students
    e. Other

2. Appropriate sub-systems within the educational pattern

    a. Day Care
    b. Early Childhood
    c. Middle School
    d. Elementary
    e. Junior High
    f. Senior High
    g. Vocational Education
    h. Adult Education
    i. The Junior College
    j. Higher Education
    k. Other

3. Appropriate sub-systems within the formal community

    a. Industrial
    b. Cultural
    c. Service
    d. Religious
    e. Educational
    f. Governmental
    g. Other

A major leadership decision is required with regard to selecting resources appropriate for the maintenance and operation of the group over time. Decisions are made with regard to: (1) time, (2) place, (3) leadership, (4) orientation, (5) organization, (6) democratic process, (7) dialogic context for communication.

Process No. 3 - Managing Information-Seeking Processes

Technology is marshalled to serve the needs of complementarity throughout the eight processes. Leadership actors must envision possibilities for linkages with information scientists and computer technologists. A framework such as the one suggested in this paper might not be possible, in precisely the manner described, if advanced techhology were not available for use. Information must flow rapidly between the larger systems and subsystems that make up the whole. Technology can, and must, be enlisted in the democratization of participatory processes. The possibilities of storing, processing and retrieving information for the purpose of assisting leadership actors in implementing this framework are limited only by creative imagination and energies.

Process No. 4 - Managing Communication Skills

Qualitative communication in contexts which encourage "the moment of vision" (Huebner, 1967) is a concern throughout the eight processes. Leadership actors are confronted with the challenge of designing and managing environments which call forth responses expressive of emergent potential.

The orientation of each person, and of the group, can affect the outcome. False or unreal expectations beyond the scope of responsibility can be obstacles. Nothing is taken for granted with regard to personal interaction. Time is given to those who are participating in the orientation to prepare themselves as sensitive human beings.

This paper suggests a framework within which a wide range of knowledge, attitudes and skills can be brought to bear upon human communication and upon the fulfillment of the attitude democracy. Specialists in cultural content from a number of disciplines and arenas of human activity are

essential, but leadership actors are responsible for comprehensive aesthetic management. A major challenge is that of convening representatives from related disciplines to discuss the following:

1. Selecting modes of communication which seem appropriate.
2. Creating qualitative contexts for communication.
   a. Developing appropriate modes.
   b. Recognizing communication barriers.
3. Acting to remove communication barriers.
4. Implementing selected mode(s) of communication.
5. Securing continuous feedback.

Persons are selected to manage the communication processes. Communication processes occur throughout the framework. Process No. 4, is activated at the outset. Leadership actors may require assistance in sensitizing themselves to the potential involvement required by the responsibility implicit in their roles. Most assuredly they could use assistance in planning approaches to legislators, commissioners, boards of education.

Process No. 5 - Managing Value-Synthesizing Processes

This is the stage toward which the preceding four processes have been moving. No group can possibly initiate action at this stage if true representation, qualitative context, political support and some assurance of continuity and movement are denied. The environment provided during this process is the context within which qualitative communication is activated, as facilitated by leadership, involving members of the representative group. This is the context within which the value mandate is generated. In a sense, this is the "value-determining" or "value-making" stage of the eight processes.

Values which can be useful to schools in selecting educational goals must, and can, be determined and synthesized. The first reason is because

the group is representative of all sectors in the educational community and in the formal community. The second is because knowledge, attitudes, and skills from the social sciences, the humanities, the arts and other less formal arenas of human activity are used to effect a wide range of communication processes. These processes are intended to sensitize group members so that they are more comfortable and cohesive in their functioning, and more willing to make the effort to perceive each other. If one of humanity's prime drives is to understand and to be understood, participants must get to know each other sufficiently in order to become mutually sensitive. Dialogue requires mutual sensitivity which provides a way for differing perspectives to be heard. Too often participants in groups are confronted with cognitive tasks before they have had the opportunity to accommodate each other, much less to "hear" differing human perspectives.

After members of the group become sufficiently acquainted, they can be charged with the more demanding intellectual tasks of assessing the attitude democracy and envisioning a new human ethic as revitalization of the attitude democracy. They can transact the priorities and present these to educational planners in the form of a value mandate which can be used to illuminate the formation of comprehensive educational goals or purposes of education.

Managing and facilitating qualitative contexts for communication does not cease at the point where it is decided that people are comfortable with each other. The concern continues as the effort is made to free intelligence in order that participants can function at the highest ideational level possible. Full ranges of intuitive, imaginative and rational modes of thinking require exploration.

Process No. 6 - Managing Design Processes

Once there is input from processes one through five in the form of: (1) responses as to how people feel about the fulfillment of the attitude democracy and (2) their priorities or their value mandate, it is time to consider the translation into overall goals of education. This is the first step in the design process. These goals are intended to give a sense of direction to the generation of curriculum designs. Translating or converting the value mandate into overall goals of education, or purposes of education, is an exceedingly difficult task and an awesome responsibility.

We do have available within the educational community various statements of goals and objectives. Although these statements were useful in the past they are definitely not adequate to meet the needs of the present. New combinations of social forces outgrow the frameworks within which earlier statements of objectives, such as the Seven Cardinal Principals of Education were made. Too often elitist premises were used in arriving at these objectives. A concept of man as a dynamic, open system, capable of releasing unknown quantities of his human potential in new and imaginative ways has not been woven into the fabric of the attitude democracy. This concept of man has not been used as a rationale to direct the technological rationale of means, systems and sub-systems which is in current use by educators throughout this country.

An understandable reason for the inadequacy of attention to the use of this concept of man is the fact that never before has there been instantaneous access to disciplines and arenas of life which treat man in his multi-dimensionality and multi-potentiality. New effort and new breakthroughs continue to provide knowledge which necessitates a further reconceptualization of man in his becoming as an ongoing process. Curriculum

development actors must blend their concern for this changing reality with the changing aspirations of free men as they define democracy. Dialogue must be initiated and more fully implemented between humanists and technologists. As is, technologists are making unreal claims to humanistic approaches.

One of the real difficulties that has harrassed, and will continue to harrass, curriculum development actors is the goal setting process itself. A part of the problem is that people are not used to developing overall sets of goals which can be functional in directing other phases of curriculum development. A second aspect of the problem is that of the discipline involved. It is difficult to operate within priorities previously established. It is not easy to move unfinished ambiguous pieces forward, creating meaning as one procedes. Honing, clarifying, communicating, until the intention does become reality requires patience and singularity of purpose.

What can be done much more easily and, unfortunately, what is done to an alarming degree, is to implement programs calling for the specification of behavioral objectives in separate subject matter areas with little concern for value orientation or for the "piece" in its relationship to the organic whole. An instructional system in a subject area becomes the curriculum. Curriculum planning becomes the design of instructional systems.

The first step in the design process for leadership actors is managing the conversion of the value mandate into overall goals of education. This involves careful study, analysis and internalization of the responses contained in the value mandate. The responsibility may involve, also, continuous communication with those who have managed Process No. 5, (Value Synthesizing) as well as selected participants from Process No. 5. During Proces-

No. 6 (The Design Process), there is the danger that the essence of the value mandate may be lost as personnel change. There must be provision for continuity.

The question as to who will do the designing is raised. Decisions are made as to: (1) who will participate in the design process, (2) which criteria will be used for the selection of participants, (3) who will give leadership to design processes, (4) what provisions will be made for exploring various approaches to design.

Persons are selected to give leadership to this stage of the framework. It is assumed that there will be a provision for the continuity of leadership. Some will have to be the "comprehensivists" (Fuller, 1969) who will assume the responsibility for seeing all of the parts in their working relationships.

Once comprehensive goals of education are formulated, curriculum designs can be generated. Herein lies an opportunity that is unexploited, that is, the opportunity to explode the meaning of design. If curriculum designers desire new forms, serious attention is given to meanings of design which can be chosen. Such meanings vary from discipline to discipline and within disciplines. The challenge is to discover new alternatives.

If leadership actors are interested in pursuing new meanings of curriculum design, they will provide time for Process No. 6 participants to comprehend the inadequacies and limitations of traditional meanings. Current meanings of design from selected disciplines are explored before decisions are made as to which meaning(s) shall be selected. Those who are engaged come to grips with what is involved in the design process which is being examined.

Once decisions have been made with regard to meanings of design, two steps seem to follow. The first is the effort to communicate the selected meanings, and to provide the inservice for comprehending and acting for those who are engaging in design processes. The next step is engaging a group sensitized to the chosen meanings of the design process to procede through its various stages.

Within the design process attention would be given to dimensions such as new ways of viewing the following:

1. Design.
2. Man in his continuous becoming
   a. A search for humaneness
   b. A search for freedom
   c. Problems of survival
   d. A search for the qualitative
   e. The interrelatedness of all things
3. Envisioning, imagining and intellectual development; valuing; communicative development.
4. Role of science and technology.
5. Goals and/or priorities.
6. What constitutes knowledge and roles of the disciplines.
7. Who will be "student"; role of the student.
8. Who will be"teacher";role of the teacher.
9. Context - <u>where</u> school will be.
10. Continuity.
11. Balance.
12. Time.
13. Space.
14. Organization.
15. The curriculum.
16. Evaluation.
17. Relevance; beauty.

18. Resources needed by teachers to assist them in their continuous becoming as professionals and as people.

19. Administration, supervision, curriculum, psychological services, health services.

20. Resources needed by all educational personnel to assist them in their continuous becoming as professionals and as people.

Process No. 7 - Managing Implementation Processes

Envisioning this process is particularly difficult at this time because no specific designs have been generated from the framework. Further direction for implementation would have to come from the more individualized designs. What will have to be managed as implementation prior to the formation of specific designs will be the six processes preceeding this one. Activating the concept of aesthetic management as described early in the paper is the major implementation concern.

It should be remembered that even the more individualized designs which are projected are heuristic. They may point the way. They may open up new possibilities and furnish consistent rationales. What they do not do is to tell professionally educated people what to do. There is no intention to negate the role of the teacher and the development of authenticity as the teacher interacts with others.

Curriculum actors, in particular, expend the effort to convince educational and community influentials that time outside of the school day is insufficient. The generation of designs which are more appropriately suited to the clientele of individual schools require time schedules in the day in order to release the imagination and the intelligence of all concerned.

Process No. 8 - Managing Evaluation Processes

Managing the evaluation processes would mean going back to the beginning of the eight processes. It would be assessing the extent to which the processes were implemented and maintaining record of what happened throughout implementation. Feedback from sensitive monitoring would be put to use immediately in the re-design of processes directed toward the renewal of students, staff and curricula. Comprehensive evaluation should look like this:

Assessing the provision which was made for the following:

1. Leadership to accept the responsibility for generating vision through the following:
   - 1.1 Taking the time to sensitize themselves to what lies ahead
   - 1.2 Convincing themselves that all voices must be heard
   - 1.3 Acting to communicate with and persuade financial influentials why processes 2-6 should be implemented
   - 1.4 Assisting financial influentials in comprehending what lies ahead and what may be involved each step along the way

2. Managing the selection of people
   - 2.1 Appropriate sub-systems within the educational community
   - 2.2 Appropriate sub-systems within the educational pattern
   - 2.3 Appropriate sub-systems within the formal community
   - 2.4 Resources for the maintenance and operation of the various groups

3. Managing information processes (to be developed further)

4. Managing communication processes through the following:
   - 4.1 Selecting modes of communication
   - 4.2 Creating qualitative contexts for communication (See Process No. 4)

5. Managing value synthesizing processes through creating the setting within which participants can do the following:
   - 5.1 Discussing what they want for their children and youth with regard to what man might become in his world, as implied in the attitude democracy

5.2 Communicating values and beliefs within the group
5.3 Setting in perspective traditional documents which express a purpose of education related to a view of man
5.4 Establishing group rather than individual values
5.5 Stating the value mandate

6. Managing design processes through the following:
6.1 Applying criteria to the selection of those who will participate in the design process
6.2 Converting the value mandate into overall goals of education
6.3 Exploring various meanings of design, both current and traditional
6.4 Selecting modes that seem most appropriate
6.5 Communicating selected modes
6.6 Proceeding through the various stages of the design process (See Process No. 6)

7. Managing implementation processes through the following:
7.1 Thinking through and communicating with others more personal versions of the eight processes as presented here
7.2 Activating heuristic ways of thinking
7.3 Formulating answers to the twenty possibilities listed under the design process (placing priorities)
7.4 Implementing a time schedule
7.5 Identifying, acquiring and using resources viewed as essential
7.6 Involving educational personnel in schools in the invention of their own frameworks
7.7 Involving educational personnel in schools in thinking through meanings and actions related to their own frameworks
7.8 Involving educational personnel in schools in setting up their own benchmarks for evaluating the impact of their designs upon their students, themselves and the curriculum.

To be developed further.

It is my belief that immediate action can be taken at the higher education level to clarify processes such as the ones presented in this paper. Priorities can be established. Processes such as these can become the foundation for a curriculum for the preparation of curriculum leadership actors and others who can act in concert to give leadership to such processes in the public schools throughout this country.

Conclusion

Visions can be created, but without the efforts to generate envisioning and to capture the content of the processes as well as to extrapolate bold strategies for designing, the vision of a refurbished democratic ethic may remain unattainable. Clearly a systemic approach is required, but one which is not technological in orientation. Free men must express their expectations about the quality of living in a free society. All men must be represented in the expression of faith as to man's potentiality, because of our potentialities and our limitations. These expressions of belief in our own potentiality to direct ourselves become the data from which comprehensive goals of education are generated and bold strategies for fulfillment and renewal of those goals designed.

I agree with Fromm both in the assertion that planning is one of the great advances made by modern man and in the caution that this planning can be a curse "if it is a blind planning in which man abdicates the content of his values and the responsibility for using them in an open way" (1968, p. 55). Nor must we abdicate the effort to uncover and discover the content of those values in terms of who we are as people within the context of our own situations. No one , however, can delimit his identity to one state or region, any more than one nation can delimit its identity. Any group of people can consider its own unique values, problems, resources and ways of translating values into reality against the backdrop of common human values, problems and aspirations as people of a world community.

As in the past, speculative questions are posed in the processes delineated in this framework. The multi-dimensionality of the totality envisioned in the act of synthesis necessitates further understanding and requires the criticism of professional colleagues before steps can be initiated toward refinement.

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